

## VANCE—PROVIDENCE ELEMENTARY

633 Camden Road  
Vance, S.C. 29163

**GRADES** K-5 Elementary School

**ENROLLMENT** 335 Students

**PRINCIPAL** James R. Myers 803-492-7766

**SUPERINTENDENT** David Longshore, Jr. 803-496-3288

**BOARD CHAIR** S. B. Marshall 803-496-3288

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
4	10	57	48	4

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

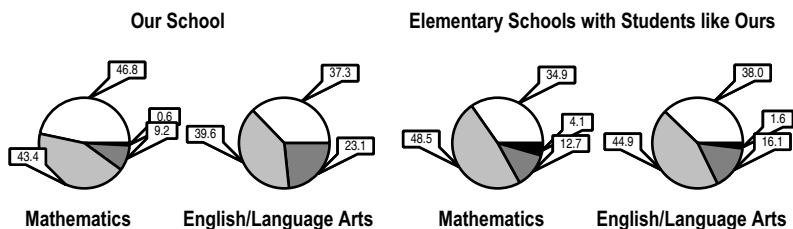
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**

	<b>Definition of Critical Terms</b>
 <b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
 <b>Proficient</b>	Well prepared to work at next grade level; met expectations
 <b>Basic</b>	Met standards; minimally prepared, can go to next grade level
 <b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	24	58	36
Percent satisfied with learning environment	95.8%	83.9%	94.4%
Percent satisfied with social and physical environment	100.0%	92.9%	77.1%
Percent satisfied with home-school relations	86.4%	82.8%	88.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	198	95.5	37.3	39.6	23.1	N/A	23.1	17.6
Gender								
Male	88	94.3	47.3	35.1	17.6	N/A	17.6	17.6
Female	110	96.4	29.5	43.2	27.4	N/A	27.4	17.6
Racial/Ethnic Group								
White	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	185	95.1	38.0	39.9	22.1	N/A	22.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	176	97.7	34.6	41.2	24.2	N/A	24.2	17.6
Disabled	22	77.3	62.5	25.0	12.5	N/A	12.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	198	95.5	37.3	39.6	23.1	N/A	23.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	198	95.5	37.3	39.6	23.1	N/A	23.1	17.6
Socio-Economic Status								
Subsidized meals	180	95.6	39.2	38.6	22.2	N/A	22.2	17.6
Full-pay meals	18	94.4	18.8	50.0	31.3	N/A	31.3	17.6

Mathematics								
All students	198	100.0	46.8	43.4	9.2	0.6	9.8	15.5
Gender								
Male	88	100.0	50.0	44.7	5.3	N/A	5.3	15.5
Female	110	100.0	44.3	42.3	12.4	1.0	13.4	15.5
Racial/Ethnic Group								
White	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	185	100.0	47.9	42.5	9.0	0.6	9.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	176	100.0	46.1	43.5	9.7	0.6	10.4	15.5
Disabled	22	100.0	52.6	42.1	5.3	N/A	5.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	198	100.0	46.8	43.4	9.2	0.6	9.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	198	100.0	46.8	43.4	9.2	0.6	9.8	15.5
Socio-Economic Status								
Subsidized meals	180	100.0	48.1	42.3	9.6	N/A	9.6	15.5
Full-pay meals	18	100.0	35.3	52.9	5.9	5.9	11.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	59	N/A	32.2	42.4	23.7	1.7	25.4
	Grade 4	62	N/A	27.4	54.8	17.7	N/A	17.7
	Grade 5	57	N/A	50.9	43.9	5.3	N/A	5.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	98.1	28.3	37.0	34.8	N/A	34.8
	Grade 4	72	94.4	31.1	44.3	24.6	N/A	24.6
	Grade 5	72	94.4	50.0	37.1	12.9	N/A	12.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	59	N/A	42.4	28.8	16.9	11.9	28.8
	Grade 4	62	N/A	48.4	38.7	8.1	4.8	12.9
	Grade 5	57	N/A	73.7	21.1	5.3	N/A	5.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	100.0	25.5	53.2	19.1	2.1	21.3
	Grade 4	72	100.0	48.4	45.2	6.5	N/A	6.5
	Grade 5	72	100.0	60.9	34.4	4.7	N/A	4.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 335)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.8%	2.4%
Attendance rate	93.6%	Down from 98.3%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.9%	Up from 7.9%	5.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.1%	Down from 5.8%	7.8%	8.0%
Older than usual for grade	N/A	N/A	2.7%	1.1%
Suspended or expelled	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 22)				
Teachers with advanced degrees	68.2%	Down from 75.0%	46.2%	50.0%
Continuing contract teachers	81.8%	Down from 90.0%	78.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.7%	Down from 92.0%	79.8%	86.2%
Teacher attendance rate	96.6%	Up from 95.8%	95.0%	95.3%
Average teacher salary	\$40,359	Down 1.1%	\$38,063	\$39,909
Prof. development days/teacher	21.5 days	Up from 17.0 days	13.5 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio	22.3 to 1	Up from 20.4 to 1	17.0 to 1	18.9 to 1
Prime instructional time	88.5%	Down from 92.9%	88.5%	89.7%
Dollars spent per pupil*	\$5,528	Down 3.0%	\$6,725	\$5,892
Percent spent on teacher salaries*	59.5%	Down from 59.9%	63.9%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Vance-Providence School is located in a rural setting in Orangeburg County with 92 percent of the students on free or reduced-price lunch. At Vance-Providence Elementary, we set high standards and have high expectations for success. Our PACT scores showed improvement for students scoring below basic between the spring of 2001 and the spring of 2002. For the third consecutive year, we met the improvement criteria for Title I. Vance-Providence Elementary was also the recipient of a schoolyard habitat grant from the National Wildlife Federation.

We offered various programs to promote community involvement. Our lunch buddies program brought in community groups and agencies that provided support and guidance for our students. Our career day gave students the opportunity to observe and ask questions of representatives from various walks of life and to gain a perspective of the types of work they might wish to pursue.

At Vance-Providence Elementary, students were honored for their achievements. Several students were recognized for their artistic talent at the local and state levels. The Governor recognized a student for citizenship, and another student was recognized as the District's fifth grade Lt. Governor's Writing Award winner.

In order to meet the diverse needs of all their students, teachers work diligently to improve their professional skills. Several staff members are working on their master's degrees, and two are currently seeking National Board Certification. To ensure the quality of the instructional program, teachers are monitored on a daily basis by the school administration and periodically by members of the District's Teacher Support Team. Vance-Providence Elementary was recently honored by the selection of one of its teachers as a Math Coach by the South Carolina Department of Education.

Although Vance-Providence Elementary is located in a rural setting, we are blessed with a supportive business community, a committed clergy, and parents who stress the importance of a quality education program. As our motto states, "Believing Is Achieving."

James R. Myers

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.